

the Government of Japan announced the postponement of the Tokyo Olympic Games due to the COVID-19 pandemic, an action that demonstrates the ability to postpone the Olympic Games on short notice;

Whereas the International Olympic Committee has the right to terminate the host city contract with the People's Republic of China if, at any time, "the IOC has reasonable grounds to believe, in its sole discretion, that the safety of participants in the Games would be seriously threatened or jeopardized for any reason whatsoever";

Whereas relocating the 2022 Winter Olympic Games due to ongoing genocide and crimes against humanity perpetrated by the Government of the People's Republic of China is consistent with the vision of the International Olympic Committee to build a better world through sport; and

Whereas the International Olympic Committee failed to adhere to its own human rights commitments by extending the honor of hosting the 2022 Olympic Games to Beijing, particularly after Chinese authorities violated commitments to the International Olympic Committee in 2008: Now, therefore, be it

Resolved, That the Senate urges—

(1) the International Olympic Committee to relocate the 2022 Beijing Winter Olympic Games to another country in response to the refusal of the People's Republic of China to stop committing genocide and crimes against humanity;

(2) the International Olympic Committee to take human rights into account in all decisions, especially in selecting future host countries for the Olympic Games; and

(3) the Chinese Communist Party to immediately cease harassment of tennis star Peng Shuai and ensure her safety and freedom.

SENATE RESOLUTION 496—CONGRATULATING THE UNIVERSITY OF GEORGIA BULLDOGS FOOTBALL TEAM FOR WINNING THE 2022 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION COLLEGE FOOTBALL PLAYOFF NATIONAL CHAMPIONSHIP

Mr. OSSOFF (for himself and Mr. WARNOCK) submitted the following resolution; which was referred to the Committee on Commerce, Science, and Transportation:

S. RES. 496

Whereas the University of Georgia Bulldogs football team (referred to in this preamble as the "Georgia Bulldogs") went 14-1 during the 2021 college football season and won the 2022 National Collegiate Athletic Association College Football Playoff National Championship (referred to in this preamble as the "2022 National Championship"), defeating the University of Alabama Crimson Tide by a score of 33 to 18 at the Lucas Oil Stadium in Indianapolis, Indiana, on January 10, 2022;

Whereas this victory marks the first college football national championship for the University of Georgia since the 1980 college football season and its third national championship overall;

Whereas the 2022 National Championship was the 59th football bowl appearance and the 34th football bowl victory for the University of Georgia;

Whereas the 2021-2022 Georgia Bulldogs achieved a 14-1 overall record for the season, the most single-season wins in the history of the University of Georgia football program;

Whereas the 2021-2022 defensive unit for the Georgia Bulldogs allowed on average only

10.2 points and 153 opposing yards per game, making it one of the most dominant defensive units in the history of college football;

Whereas the 2021-2022 Georgia Bulldogs overcame a loss in the Southeastern Conference Championship to the University of Alabama on December 4, 2021, achieving a historic victory over the University of Alabama in the 2022 National Championship;

Whereas Georgia Bulldogs quarterback and Blackshear, Georgia, native Stetson Bennett IV, a former walk-on player and junior college transfer, demonstrated tremendous leadership and skill throughout the 2021 college football season, and was named the 2022 National Championship Offensive Player of the Game;

Whereas Georgia Bulldogs defensive back, Lewis Cine, was named the 2022 National Championship Defensive Player of the Game;

Whereas the University of Georgia head football coach, Kirby Smart, a University of Georgia alumnus and former Georgia Bulldogs defensive back, has now led his team to 5 consecutive Associated Press Top 10 finishes and the first national championship since the end of the 1980 college football season;

Whereas this victory extends the record of Coach Smart to 66 wins and 15 losses during his tenure as the 26th Football Head Coach at the University of Georgia, his first stint as a head coach;

Whereas members of the 2021-2022 Georgia Bulldogs have been honored by various awards throughout the 2021 college football season and during the post-season, including the 2021 Chuck Bednarik Award and Outland Trophy winner, Jordan Davis, and the 37th Dick Butkus Award winner, Nakobe Dean;

Whereas President Jere Morehead, Athletic Director Josh Brooks, and Coach Kirby Smart have emphasized the importance of academic success to the Georgia Bulldogs and all student-athletes at the University of Georgia; and

Whereas the 2021-2022 Georgia Bulldogs have brought great pride and honor to the University of Georgia, loyal fans of the Georgia Bulldogs, and the entire State of Georgia: Now, therefore, be it

Resolved, That the Senate—

(1) congratulates the University of Georgia Bulldogs football team for a great season and winning the 2022 National Collegiate Athletic Association College Football Playoff National Championship game;

(2) recognizes the achievements of all players, coaches, and staff who contributed to the championship season; and

(3) respectfully requests that the Secretary of the Senate prepare an official copy of this resolution for presentation to—

(A) the President of the University of Georgia, Jere Morehead;

(B) the Athletic Director of the University of Georgia, Josh Brooks; and

(C) the Head Coach of the University of Georgia Bulldogs football team, Kirby Smart.

SENATE RESOLUTION 497—CONGRATULATING THE NORTH DAKOTA STATE UNIVERSITY BISON FOOTBALL TEAM FOR WINNING THE 2022 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I FOOTBALL CHAMPIONSHIP SUBDIVISION TITLE

Mr. HOEVEN (for himself and Mr. CRAMER) submitted the following resolution; which was considered and agreed to:

S. RES. 497

Whereas the North Dakota State University (referred to in this preamble as "NDSU") Bison football team won the 2022 National Collegiate Athletic Association (referred to in this preamble as the "NCAA") Division I Football Championship Subdivision (referred to in this preamble as the "FCS") title game in Frisco, Texas, on January 8, 2022, in a well-fought victory over the Montana State University Bobcats by a score of 38 to 10;

Whereas, including the 2022 NCAA Division I FCS title, the NDSU Bison football team has won 17 national football championships;

Whereas the NDSU Bison football team has won 9 of the last 11 NCAA Division I FCS titles, an achievement that continues to be unmatched in modern collegiate football history;

Whereas the NDSU Bison have displayed tremendous resilience and skill since 2011, with 149 wins to only 12 losses, including a streak of 39 consecutive wins;

Whereas head coach Matt Entz and his staff led the NDSU Bison football team to a dominant season and a second championship in his 3 years as head coach at NDSU, continuing the culture of excellence of the NDSU Bison football program;

Whereas thousands of Bison fans once again attended the championship game in Frisco, Texas, reflecting the tremendous pride and dedication of Bison Nation, which has supported and helped drive the achievement of the NDSU Bison football team; and

Whereas the 2022 NCAA Division I FCS title was a victory for both the NDSU Bison football team and the entire State of North Dakota: Now, therefore, be it

Resolved, That the Senate—

(1) congratulates the North Dakota State University Bison football team for winning the 2022 National Collegiate Athletic Association (referred to in this resolution as the "NCAA") Division I Football Championship Subdivision (referred to in this resolution as the "FCS") title;

(2) commends the players, coaches, and staff of the North Dakota State University Bison football team for—

(A) their tireless work and dedication; and

(B) fostering a continued tradition of excellence;

(3) congratulates North Dakota State University President Dean Bresciani, North Dakota State University Athletic Director Matt Larsen, and all the faculty and staff of North Dakota State University for creating an environment that emphasizes excellence in both academics and athletics; and

(4) recognizes the students, alumni, and fans of North Dakota State University and all of Bison Nation for supporting the North Dakota State University Bison football team so well during its successful quest to bring home yet another NCAA Division I FCS trophy for North Dakota State University.

SENATE RESOLUTION 498—RECOGNIZING JANUARY 2022 AS "NATIONAL MENTORING MONTH"

Mr. WHITEHOUSE (for himself, Mr. BLUNT, Ms. KLOBUCHAR, Mr. KENNEDY, Mrs. CAPITO, Mr. BOOKER, Mr. PETERS, Mr. BARRASSO, Mr. VAN HOLLEN, Mr. BOOZMAN, Mr. DURBIN, Mr. INHOFE, Mr. REED, Mr. LANKFORD, Mr. WYDEN, Mr. BRAUN, Mr. CORNYN, Ms. SMITH, and Mr. SULLIVAN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 498

Whereas the goals of National Mentoring Month are to raise awareness of and celebrate the powerful impact of mentoring relationships, recruit new mentors, and encourage institutions to integrate quality mentoring into their policies, practices, and programs;

Whereas quality mentoring fosters positive life and social skills, promotes self-esteem, bolsters academic achievement and college access, supports career exploration, and nurtures youth leadership development;

Whereas mentoring happens in many settings, including community-based programs, elementary and secondary schools, institutions of higher education, government agencies, religious institutions, and the workplace, and in various ways, including formal mentoring matches and informal relationships with teachers, coaches, neighbors, faith leaders, and others;

Whereas effective mentoring of underserved and vulnerable populations helps individuals confront challenges and enjoy improved mental health and social-emotional well-being;

Whereas studies have shown that incorporating culture and heritage into mentoring programs can improve academic outcomes and increase community engagement, especially for Alaska Native and American Indian youth;

Whereas youth development experts agree that mentoring encourages positive youth development and smart daily behaviors, such as finishing homework and having healthy social interactions, and has a positive impact on the growth and success of a young person;

Whereas mentors help young people set career goals and can help connect mentees to industry professionals to train for and find jobs;

Whereas mentoring programs generally have a significant, positive impact on youth academic achievement, school connectedness and engagement, and educational success, which leads to outcomes such as improved attendance, grades and test scores, and classroom behavior;

Whereas research has found that young people facing a risk of not completing high school but who had a mentor were, compared with their peers, more likely to enroll in college, to participate regularly in sports or extracurricular activities, to hold a leadership position in a club or sports team, and to volunteer regularly, and less likely to start using drugs;

Whereas mentoring has long been a staple of juvenile justice and violence prevention efforts, and can offer comprehensive support to youth at risk for committing violence or victimization, as mentoring can address many risk factors at once;

Whereas mentoring relationships for youth facing risk, such as foster youth, can have a positive impact on a wide range of factors, including mental health, educational functioning and attainment, peer relationships, employment, and housing stability;

Whereas mentoring programs have been found to positively impact many aspects of mental well-being, including reducing unhealthy coping mechanisms, improving interpersonal relationships, and reducing parental stress;

Whereas mentoring is an innovative, evidence-based practice and, uniquely, is both a prevention and intervention strategy that can support young people of all demographics and backgrounds in all aspects of their lives;

Whereas each of the benefits of mentors described in this preamble serves to link youth to economic and social opportunity while

also strengthening communities in the United States;

Whereas despite the benefits of mentoring, one young person of every three is growing up without a mentor, which means a third of the young people of the United States are growing up without someone outside of the home to offer real life guidance and support; and

Whereas this “mentoring gap” demonstrates the need for collaboration among the private, public, and nonprofit sectors to increase resources for relationship-centric supports for youth in communities, schools, and workplaces: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes “National Mentoring Month”;

(2) recognizes the caring adults who serve as staff and volunteers at quality mentoring programs and help the young people of the United States find inner strength and reach their full potential;

(3) acknowledges that mentoring supports educational achievement, engagement, and self-confidence, supports young people in setting career goals and expanding social capital, reduces juvenile delinquency, and strengthens communities;

(4) promotes the establishment and expansion of quality mentoring programs across the United States to equip young people with the tools needed to lead healthy and productive lives; and

(5) supports initiatives to close the “mentoring gap” that exists for the many young people in the United States who do not have meaningful connections with adults outside the home.

SENATE CONCURRENT RESOLUTION 28—EXPRESSING THE SENSE OF CONGRESS THAT SEPTEMBER 30 SHOULD BE OBSERVED AS A NATIONAL DAY OF REMEMBRANCE FOR THE NATIVE AMERICAN CHILDREN WHO DIED WHILE ATTENDING A UNITED STATES INDIAN BOARDING SCHOOL AND RECOGNIZING, HONORING, AND SUPPORTING THE SURVIVORS OF INDIAN BOARDING SCHOOLS, THEIR FAMILIES, AND THEIR COMMUNITIES

Ms. MURKOWSKI (for herself, Mr. SCHATZ, Ms. WARREN, Mr. ROUNDS, and Mr. SULLIVAN) submitted the following concurrent resolution; which was considered and agreed to:

S. CON. RES. 28

Whereas, more than 200 years ago, the Act entitled “An Act making provision for the civilization of the Indian tribes adjoining the frontier settlements”, approved March 3, 1819 (3 Stat. 516, chapter 85) (commonly known as the “Civilization Fund Act”), was enacted and ushered in devastating policies and practices designed to assimilate American Indian, Alaska Native, and Native Hawaiian children by removing the children from their families and Native communities throughout the United States;

Whereas that Act intended to resolve what was commonly referred to in the United States as the “Indian problem” and was based on the unjust belief of many that Native people needed to be “civilized” and that education would be the appropriate vehicle to enact assimilationist policies on Native American people;

Whereas, pursuant to that Act, numerous church- and government-operated boarding schools were established on and off Indian

territories and homelands to house and educate numerous Native American children through policies and practices that sought to eliminate the cultural identity of Native children and assimilate them into mainstream United States society;

Whereas, according to the Native American Rights Fund, Native American families were torn apart by the removal of Native American children, either voluntarily or forcibly, from their homelands and communities to attend Indian boarding schools located across the country;

Whereas many parents of children sent to Indian boarding schools were forbidden to contact or visit their children, compounding the problem of isolation that negatively impacted and continues to impact the lives of many Native children, their families, and their communities;

Whereas the Native American Rights Fund also reported that an unidentified number of Native children died at Indian boarding schools due to abuse, neglect, malnourishment, or disease, and many of those children were buried far from their homes in unmarked graves or under tombstones that misidentified the children or ascribed Anglicized names to the children;

Whereas many of the parents of children who died at Indian boarding schools were never informed of the fate of their children;

Whereas, according to a report issued by the Native American Rights Fund, many survivors of Indian boarding schools have testified that Indian boarding schools stripped Native American children of their traditional cultures, languages, and religions by forbidding the children to wear traditional clothing, speak their Indigenous languages, or practice their cultural, religious, or spiritual beliefs, and many of the boarding schools are known to have severely punished children who violated these policies through verbal, psychological, and physical abuse;

Whereas many survivors of Indian boarding schools and families of children who attended those schools have recounted details of the physical, sexual, and psychological abuse that countless Native American children endured while attending the schools;

Whereas, according to the report entitled “The Problem of Indian Administration” and dated February 21, 1928 (commonly known as the “Meriam Report”), many Indian boarding schools sent students to nearby communities for forced manual work as servants or farm laborers, and the operation of many Indian boarding schools was supported by the labor of the students;

Whereas the Federal policy of Indian assimilation and education has proven to be a disastrous failure and a national tragedy;

Whereas, as stated in the report entitled “Indian Education: A National Tragedy—A National Challenge” and dated November 3, 1969 (Senate Report 91-501) (commonly known as the “Kennedy Report”), “the dominant policy of the Federal Government toward the American Indian has been one of coercive assimilation” that had “disastrous effects” on the education of many Native American children;

Whereas, in 2018, the United States Commission on Civil Rights reported that many American Indian and Alaska Native people suffer from intergenerational trauma as a result of policies and practices of Indian boarding schools that alienated many children from their families, traditional cultures, languages, and religions, and deprived those children of their true identities and heritage;

Whereas, while early assimilationist policies were eventually eliminated and Indian boarding school attendance has greatly diminished since its apex, the impact of this shameful period in United States history